

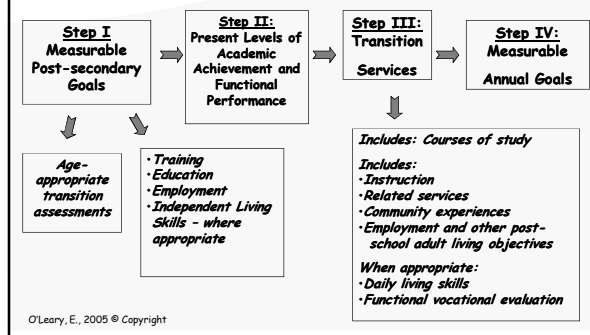
COORDINATED SET OF ACTIVITIES: WHAT, WHY AND HOW

Arizona's Tenth Annual Transition
Conference

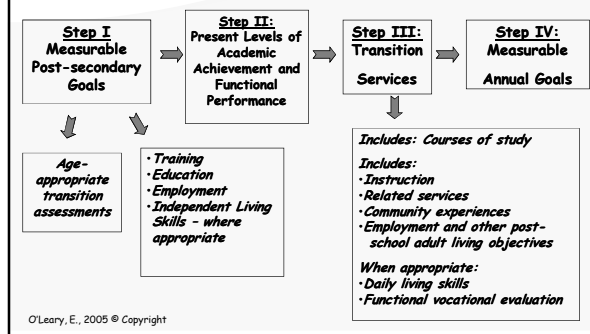
September 20-22, 2010

Dr. Ed O'Leary

IEP Results Process for Transition Services



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**Step III:
Transition Services**

Includes

1. Courses of study

2. Coordinated set of Activities

- Instruction - Employment and other post-school adult living objectives
- Related services - Community experiences
- Employment and other post-school adult living objectives

When appropriate:

- Daily living skills
- Functional vocational evaluation

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Indicator 13

Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon age appropriate transition assessment; and IEP that includes transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals; an IEP that includes annual goals related to the student's transition services; evidence that the student was invited to the IEP Team meeting where transition services will be discussed; and evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

March 2009

Essential Elements

- ♦ For each measurable postsecondary goal area there should be some type of instruction, related service, community experience, employment and other post-school adult living objective, daily living skill and/or functional vocational evaluation listed in association with meeting the measurable postsecondary goal.
- ♦ The transition services and activities (actions/steps) described under ALL of these areas is a “coordinated long range plan” for the transition from school to post-school adult life.

COORDINATED SET OF ACTIVITIES

Coordinated Set of Activities Defined

- ♦ Multi year - at least a 2 year description of coordinated activities/strategies to help students achieve their measurable post secondary goals while they are still in high school
- ♦ Should complement the course of study, include steps/activities needed for successful post school transition
- ♦ If there are transition services listed that are likely to be provided or paid for by an outside agency then you need to obtain written consent before inviting agency representatives to the IEP meeting.

“RETIREMENT”

Writing a Coordinated Set of Activities (CSA)

- ♦ **LONG RANGE PLAN** - Action steps/activities to help the student achieve their Measurable Postsecondary Goals (results-oriented process).
- ♦ Identifies, includes and links (connects) the student and parent to post school services, supports and programs.
- ♦ Coordinated means it is a **JOINT effort and plan**. Schools, students, parents and post school agencies cannot do this type of planning alone.
- ♦ Informing students and parents of post school services, supports, programs or giving them brochures is **NOT** linking or connecting them to post school agencies.

Writing a Coordinated Set of Activities (CSA)

- ♦ Activities are individualized and student specific.
- ♦ One of the critical “results” is to help students and parents establish **ELIGIBILITY** for needed post school services, supports, programs and accommodations.
- ♦ Specifies **WHAT** will happen, **WHEN** and **WHO** is responsible.
- ♦ When appropriate, specify who will **PROVIDE** and **PAY** for each “activity”.
- ♦ Includes (must consider) the areas of instruction, related services, community experiences...

Coordinated Set of Activities Common Problems

- ♦ Instead of writing “activities” people write Annual Goals.
- ♦ Activities appear to be “cookie cutter” and applied to ALL students versus activities and a plan that is student specific.
- ♦ Lists of possible community resources – no real plan.
- ♦ Does not specify who is responsible for what.

Coordinated Set of Activities Instruction

These activities/strategies can be a formal or informal imparting of knowledge or skills, such as:

- ♦ Visit college campuses and meet with student support services
- ♦ Learn about and practice social skills
- ♦ Apply for and take ACT with accommodations (if appropriate)
- ♦ Learn about employability skills and schedule a work experience

Coordinated Set of Activities Related Service

1. Activities/strategies that address related service needs that will continue beyond school.
2. Ensure continuation of needed related service beyond school.
3. Identify potential providers and funding sources.
4. Connect the student and parent to the service, support, program, agency before the student leaves the school system.

Examples

- ♦ Complete applications for county support programs.
- ♦ Modify vehicle—explore options for modified transportation.
- ♦ Visit potential post school providers for physical therapy
- ♦ Receive orientation and mobility training in place of employment.

Coordinated Set of Activities Community Experiences

These activities/strategies that are generally provided outside the school building and should:

1. Prepare the student for participation in community life.
2. Encourage the student to participate in the community, including government, social, recreational, leisure, shopping, banking, transportation, or other opportunities.

Examples

- Learn about and visit potential places in the community to shop for food, clothes.
- Join a community team or organization (e.g., church group, self-advocacy club, Toastmasters, Alcoholics Anonymous, bowling league, etc.).
- Identify different living/housing options.
- Obtain a state identification card or driver's license.
- Join a community team or organization (church group, bowling league, etc.).

Coordinated Set of Activities Employment

Activities/strategies that focus on development of work-related behaviors, job seeking and keeping skills, career exploration, skill training, apprenticeship training, and actual employment.

Examples

- Practice completing job applications and interviewing skills
- Participate in chores at home
- Get a part-time job in your area of interest
- Meet with a Vocational Rehabilitation counselor to develop an Individualized Plan for Employment (IPE).

Coordinated Set of Activities Post-School Adult Living

Activities/strategies that focus on adult living skills.
These are done occasionally, such as:

- ♦ registering to vote
- ♦ filing taxes
- ♦ obtaining a driver's license
- ♦ renting or buying a home
- ♦ accessing medical services
- ♦ obtaining and filing for insurance
- ♦ planning for retirement
- ♦ accessing adult services such as Social Security

Coordinated Set of Activities

Daily Living Skills

Activities that adults do most every day, such as:

- preparing meals
- budgeting
- maintaining a residence
- paying bills
- raising a family
- caring for clothing and/or personal grooming

Coordinated Set of Activities

Functional Vocational Evaluation

Assessment process that provides information about job or career interests, aptitudes, and skills.

Information is gathered through situational assessments in the setting where the job is performed related to job or career interests, aptitudes, and skills.

Information gathered through a functional vocational assessment can be used to refine educational experiences, courses of study, and employment activities/strategies in the statement of needed transition services.

This can include observations, formal or informal measures and should be practical.

Examples

- Participate in a community-based situational vocational assessment program.
- Complete CHOICES or Bridges computer program to determine vocational interests.
- Meet with school counselor to affirm vocational interests and align graduation plan to need.

Transition Services

Courses of Study

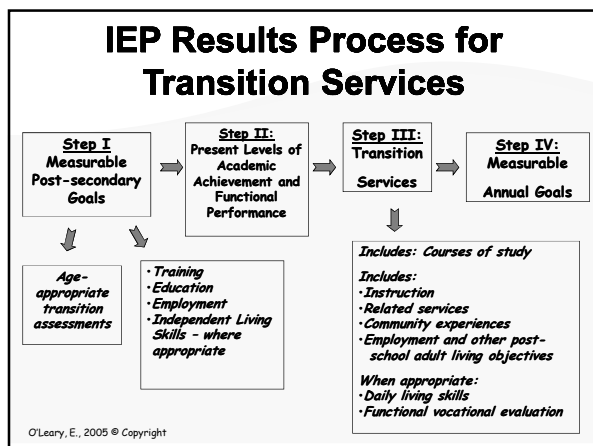
LONG RANGE EDUCATION PLAN

Coordinated Set of Activities

LONG RANGE PLAN FOR POST SCHOOL ADULT LIFE

Coordinated Set of **Activities**

Coordinated Set of **STRATEGIES**



Indicator 13

Is (are) there annual IEP goal(s) related to the student's transition services needs?

Essential Elements

- ♦ Find the annual goals, or, for students working toward alternative achievement standards, or States in which short-term objectives are included in the IEP, short-term objectives on the IEP.
- ♦ Find the transition services associated with the measurable postsecondary goal.
- ♦ For each of the measurable postsecondary goals areas there should be an annual goal (or short-term objective) included in the IEP related to the student's transition services needs.

